REPLY TO
ATTENTION OF:

ATZL-CT   4 September 2002

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: FY 03 Commander's Curriculum Guidance

1. **Purpose**. This upcoming fiscal year will continue to be exciting for TRADOC as a whole, but especially for the schools and centers. As commandants, you and I have an opportunity to implement changes that will launch a most important part of TRADOC transformation—that of training soldiers and developing leaders in the institution. How well we do that today will have a far reaching effect on developing not only tomorrow's Army leaders but also Joint, government, and civilian leaders. The skills, knowledge, values, and character that our faculties will teach will be implemented in Army units, on the Joint Staff, in the combatant commands—and as they leave the Army to assume positions of responsibility in their communities and in the government.

This year, we can cut the cord with any Cold War vestiges and bring our training fully in line with the Contemporary Operational Environment. This year, we can take significant steps towards embedding the life-long learning concept in our soldiers by teaching them the necessary skills and by interconnecting the schools with the CTCs and with the units at home station and while deployed. This year, we can implement a quality assurance program to help ensure we maintain our standards-based foundation.

Because of the importance of this transition year, I am providing you with my guidance for developing and executing your FY03 curricula—guidance specific enough to ensure that we all arrive at the same end state, but also general enough to allow us all to determine the best methods for achieving our objectives.

In general, after describing the strategic setting and desired end states, my guidance focuses on four axes of advance for FY 03 curricula: maintaining relevancy; providing experiential learning; maintaining quality assurance, quality control, and accreditation; and reinforcing The Army as a learning organization. To make for a faster read, I put many of the details in the attached tabs.

I look forward to working with you throughout this year as we implement the initial stages of TRADOC transformation, and as we determine the best ways to train and develop our the next generation of soldiers and leaders.

2. **Strategic Setting.**

Achieving The Army Vision within *Joint Vision 2020* requires The Army to train and educate the leaders and soldiers who will not only execute Army Transformation but also become the leaders in the Objective Force. The Army must focus on developing soldiers and leaders as the foundation of physical transformation. Consequently, The Army and TRADOC

are changing how we develop leaders and train units at the CTCs, in institutions, and at home station.

The Strategic Plan for Transforming DOD Training, 1 March 2002, recognizes that "transformed training" is the key enabler to transforming the Department of Defense. Among the principal determinants of that transformation are the following:

- A new and continuously changing environment.
- The need for improved and expanded "jointness."
- The opportunities made possible by advanced technologies.

Similarly, the following factors require Army training to change:
- Full spectrum operational readiness requirements in the Contemporary Operational Environment (COE).
- The transition to the "Train-Alert-Deploy" model for more than just the contingency forces.
- A transforming force structure, leading to the Objective Force.
- Increased range, lethality, and precision of weapons.
- Advances in Command, Control, Communications and Computers and Intelligence, Surveillance and Reconnaissance (C4ISR) technology and battle command concepts.
- Advances in training technology and distributed learning.

A significant influence on these principal determinants is the shift in defense strategy from a "threat-based" to a "capabilities-based" approach. The capabilities-based approach requires leaders to identify capabilities that Army forces need now to deter and defeat a broad range of potential adversaries. The impact of that shift is that Army training and education systems must produce well-trained soldiers and self-aware, adaptive leaders who can develop versatile, lethal, agile, deployable, responsive, sustainable, and survivable units. While those qualities describe the Objective Force, they are already needed today. By developing them now, we will significantly increase the readiness of today's force and improve development of future leaders.

3. **End States.** Units are already dealing with the COE while conducting full spectrum operations at the CTCs and during deployments. TRADOC must provide soldiers and leaders who can immediately contribute to unit readiness on the first day they arrive in their unit. As the CSA often emphasizes, leaders are responsible for training units and developing leaders. Our development of leaders clearly has a direct impact on their ability to train their units to readiness standards and to develop/positively influence other leaders—peers, subordinates, and superiors. My desired end state for our institutions is training and education curricula that produce competent, confident, self-aware, and adaptive leaders and soldiers with COE-relevant skills, knowledge, and attributes (SKAs) in addition to those direct-, organizational-, and strategic-leader SKAs delineated in FM 22-100 (FM 6-22 in the future), *Army Leadership*.

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a. The Army Training and Leader Development Panel (ATLDP) reports for officers and NCOs (and soon for Warrant Officers) identify these SKAs (see Tab A, Skills, Knowledge and Attributes). TRADOC's soldier and leader curricula must develop (or provide the foundation for units to develop further) soldiers and leaders who exhibit these SKAs.

b. Tab B outlines leader development expectations for commissioned officers, warrant officers, and NCOs for FY 03, by skill level. It also contains guidance for the way ahead beyond FY 03, since we must use FY 03 to prepare for the future. These expectations serve as guides for us as we develop, or begin to develop, programs of instruction this year to meet the intent of transformation.

No one has a lock on the best way to achieve these end states, but this year will be an opportunity for us to develop new ideas and approaches to developing future Army leaders and then share them with each other.

4. **Guidance.** The curricula must serve the active and reserve components. Delivery methods may differ within each course; however, the content, quality and the standards will be common from course to course and for all components. Where feasible, begin to incorporate appropriate findings and recommendations of the ATLDP as they are approved by the CSA, in the form of pilots, rather than waiting until FY 04. Incorporate The Army Vision and Army Transformation into curriculum development. Focus curriculum development on the following:

- Maintaining relevancy.

- Providing experiential learning.

- Maintaining quality assurance, quality control, and accreditation.

- Reinforcing The Army as a learning organization.

a. Relevancy. Maintain relevancy to the COE and our new/emerging doctrine to meet the full spectrum operational requirements of The Army, and, ultimately, the combatant commanders. Address relevancy in the following five areas:

- Full spectrum operations.
- Unified action[1].
- Digital operations.
- Connectivity to the CTCs and lessons learned.
- Thinking and writing.

(1) Relevancy to full spectrum operations in the COE: Clearly communicate The Army's Vision, "People, Readiness and Transformation," the related Transformation

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[1] Per FM 3-0, "unified action" includes joint, interagency, and multinational operations. The recent OSD training transformation strategy defines joint as multiservice, multinational, interagency, and intergovernmental. This document will use the Army doctrinal term, unified action .

Campaign Plan, and ATLDP findings/recommendations in your curricula. Further, apply the range of issues and challenges presented by the COE to POIs, lessons, instruction and learning processes.

(a) Complex Environment. Instructors and students must understand that the COE is much more than a different OPFOR. (TRADOC DCSINT recently approved the OPFOR doctrine.) They must understand how each of the complexities of the COE changes leader requirements and how units operate. POIs need to incorporate the full spectrum of offense, defense, stability operations, and support operations in the COE. Students must be able to demonstrate a sound knowledge of the complexities and related issues necessary to plan, prepare, execute, and assess—as well as transition among—the four types of military operations.

(b) Urban Operations and Homeland Security. Urban operations and homeland security are relevant to the COE and involve all four types of military operations. As appropriate, schools and centers should incorporate urban operations into teaching scenarios, simulations, and POIs; these exercises can range from small unit operations at MOUT sites to brigade and higher operations in simulation. As the homeland security mission matures, meld homeland security operations into the POIs or at least develop concepts in FY 03 on how to incorporate this special environment into the FY 04 POIs.

(c) Stability Operations and Support Operations[2]. According to the "Stability and Support Operations Study Results," 22 May 02, about 80 percent of conventional MTP tasks are relevant in stability operations and support operations. This fact is not well understood by The Army. The Army must be educated that the conventional MTP tasks are about right and will cover most training requirements for stability operations and support operations. When units train for a deployment on a stability or support mission, they do not stop training on warfighting tasks, and when they return from such a deployment, they should not have to completely retrain on warfighting tasks. For the instruction to be relevant to the students and connect them to their respective branch and/or career fields, the full spectrum operations concepts in FM 1, *The Army* and FM 3.0, *Operations*—especially the idea that stability operations and support operations are missions conducted in all environments and not "additional duties" assigned to Army forces—must be melded into POIs.

(d) Special Operations Forces. As was the case in Afghanistan—and throughout our nation's history, both Army and joint Special Operations Forces provide unique, essential capabilities that complement conventional force capabilities and contribute significantly to success in full spectrum operations. Too often, however, conventional and special operations forces train separately. Consequently, they develop separate cultures and a lack of appreciation for and understanding of each other's capabilities, placing interoperability at significant risk. The Army's schoolhouses are the right place to start to break down any barriers to teamwork that may exist. As a minimum, proponent institutions and schools should

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[2] SASO is not a doctrinal term. Neither FMs 3-0 nor 3-07 uses it. Stability operations and support operations are separate and distinct operations.

integrate special operations and conventional force warfighting doctrine and TTP to develop soldiers/leaders who are prepared to work together as a team in full spectrum operations. This important concept should be integrated into instruction (DL or resident), exercises (classroom or field), and simulations, as appropriate. TRADOC will work with the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) to ensure we have the information needed to accomplish this intent. TRADOC will also work with the USAJFKSWCS to develop a formalized relationship with CALL for capturing and disseminating ARSOF lessons learned, which can be of considerable value to soldiers and leaders in both the learning institution and units preparing for operational employment.

(2) Relevancy to Unified Action. The global war on terrorism has underscored the need for The Army to better plan, coordinate, and synchronize its operations within the larger context of unified action—multiservice, interagency, and multinational operations. Achieving unified action in wartime requires building that competence and confidence through peacetime training—training as we will fight. To develop and implement better joint, interagency, and multinational (JIM) training and education, we should collaborate not only with each other but also with schools of the other services, and with civilian agencies in the state and federal governments. You need to link your respective MTP tasks to both The *Army Universal Task List* (FM 7-15) and *Universal Joint Task List* (CJCSM 3500.04). As we have seen in Afghanistan and other recent actions, combatant commanders require not just forces, but force capabilities. This need has led to deploying "tailored forces" to meet specific, in-theater requirements rather than deploying complete units. As students practice the military decision making process (MDMP), part of their troop-to-task analysis should be practicing the skills needed to develop modular, tailorable force packages based on the factors of METT-TC to meet combatant commander requirements.

(3) Relevancy to Digital Operations. The Army is already a digital force. Unit set fielding over time will increase that capability. TRADOC must meet its responsibility to provide trained soldiers to digitized units. Although the Institutional Digital Education Plan (IDEP) (See Tab C) will not begin until FY 04 (and that date is dependent on TRADOC receiving timely and adequate resources from Department of The Army), do what you can to support digital education and training at the awareness, operator, integrator, and decision maker levels. Until IDEP is up and running, we must support the field with mobile training teams (MTT) and training support packages (TSPs), within available resources. Doing this will relieve the burden imposed on FORSCOM and help maintain digital standards. Given that digital transformation is ongoing, provide a balance of analog and digital instruction, and apply assignment-oriented training (AOT) as appropriate.

(4) Relevancy through connectivity to the CTCs and Lessons Learned. The maneuver CTCs and BCTP are learning laboratories. Although every lesson must be analyzed within the context of a live, virtual, and/or constructive simulation, the CTCs hold a wealth of knowledge that must be tapped through a variety of means. These sources of information can be turned into instructor and student knowledge. Therefore, tighten your links with your BOS chiefs at the CTCs and tap into their perspectives on how your BOS fits into the combined arms/unified action picture. Schools should collaborate with CTCs to write articles that compare classroom

theories with execution at CTCs and during operational deployments. How we integrate those lessons into the classroom is limited only by our imagination. CALL has volumes of timely and relevant lessons learned and TTP from both CTC and recent operational deployments. The CALL web site is a superb classroom resource. CALL analysts can help find the answers to questions, as well as continue to push lessons learned to the field and the schools. Periodic Commandant visits to the maneuver CTCs and BCTP WFXs can help us keep in touch with current perceptions and trends involving the BOSs and their roles in the combined arms and unified action fights. These visits can help ensure that doctrine, POIs, and training development products are relevant to the COE. They can also help determine how we can assist unit home-station training so that leaders and units come to the CTCs (or deploy on operational missions) in a higher state of readiness. While reports and telephone calls can provide some assessments, an eyes-on CTC reconnaissance is one of the best ways to determine the strengths and weaknesses of your BOS.

(5) <u>Relevancy through thinking and writing</u>. TRADOC schools should be the intellectual centers of The Army. Our thoughts should help The Army more clearly articulate the need for land forces in future operations. These papers and discussions can be published in convenient fora such as *Military Review* or branch journals. The faculty should publish in professional journals within their own branch, across BOS proponents, and within the joint community—but not at the expense of planning, preparing, executing, and assessing instruction. Instructors and students can be key collaborators and sources for doctrine writers. Beyond publishing and writing, relevancy and freshness can also be maintained by bringing today's and tomorrow's best and brightest leaders (including ourselves) into the classroom (personally and electronically) to dialog with students and faculty.

b. <u>Experiential Learning.</u> Provide an execution-centric, performance-oriented, experiential learning environment that develops self-aware, adaptive, and decisive leaders who can successfully operate as part of combined arms, and unified action teams in the COE. Focus experiential learning development in the following four areas:

- Learning environment.
- Decision-making.
- Learning scenarios.
- Experience sharing.

(1) <u>Experiential Learning Environment</u>. Students need to learn by doing, and re-doing when necessary, through experiential scenario/situation-driven exercises and applications within live, virtual, and constructive training environments. Executing a developed OPLAN in a simulation is just one example of experiential learning. This experiential learning approach at the schools should be iterative and progressive, successively building on the demonstrated competence and confidence in student capabilities. The experiential learning exercises need to be performance-oriented and focus on the application and execution of our latest doctrine and TTPs within the context of the COE. Generally, people learn and understand more by doing as opposed to sitting and looking. With this in mind, we should begin moving toward the right

mix of distributed learning (DL) and experiential learning. The DL curriculum needs to prepare students with the prerequisites they need to immediately begin experiential learning upon arrival in their related resident/classroom phase. Students should be held responsible for mastering the DL portion of the course. Although instructors should not re-teach or review the DL instruction content, they may clarify information from the DL phase to the students. The DL front end of a course will reduce the need for classroom lectures and enable more student action and applications of knowledge in the experiential learning phases. The DL curricula should also provide students with exportable, relevant training support that they can access while in their units.

(2) Experiential Decision Making. Objective Force unit leaders and soldiers must be able to "see first, understand first, act first and finish decisively." Although C4ISR technology presents certain limitations now, those same demands are already present, and they require quick and effective decision makers. In developing students as staff officers and decision makers, the ability to perform a complete MDMP (and produce all related products) must remain a core competency; however, we must require students to make decisions in stressful, highly challenging, and time-constrained environments. Currently, students (including units rotating through CTCs) spend too much time planning and preparing and too little time executing—and re-executing under varying conditions. While operating within a fluid environment and based on available information, students must be able to make rapid and effective decisions throughout the operations (planning, preparing, executing with continuous assessment) process. Knowing that "no plan survives the first shot," students must be confident that they can effectively react to a "broken play" or exploit unforeseen opportunities. They must realize that doctrine is a guide, not dogma. They must, for example, understand when patience and perseverance are more appropriate attributes than aggressiveness. Through the use of iterative, possibly computer-based exercises (similar to those used in the pre-command courses), schools can imbue initiative, creative decision-making, and tolerance of risk in both leaders and soldiers.

(3) Experiential Learning Scenarios. Performance-oriented scenarios facilitate development of rapid and effective decision making. These scenarios and the actions of the OPFOR should directly contribute to the development of the desired leader/soldier SKAs. Until a standard set of common teaching scenarios for the COE are developed, schools should collaborate to develop and share scenarios. (See Tab D, Common Scenarios, for the attributes of quality scenarios)

(4) Experience Sharing. Commandants and other senior leaders in schools can do much to accelerate junior leader development. Senior leaders must not only be involved in teaching and curriculum development, but must also share the hard lessons learned through years of experience, so students do not have to repeat them. Those lessons should be relevant to operating in the COE and to developing leaders. Mentoring is an often used, but often misused, term. Senior leaders interacting with, teaching, and coaching students is not necessarily mentoring, but it is good leadership and sets the example for younger leaders to follow when they return to units.

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    c. <u>Quality Assurance, Quality Control, and Accreditation</u>. Develop, implement and maintain quality assurance offices to:

- Conduct internal and external evaluations.
- Conduct accreditation self-assessments prior to CAC Institutional Leader Development Accreditation and Accessions Command Initial Military Training[3] Accreditation.
- Accredit reserve component training battalions.

We are responsible for implementing a viable quality assurance (QA) program with quality control (QC) to ensure training and training products meet the competency needs of the Legacy, Interim, and Objective Forces. Major functions of the QA program are accreditation and external evaluations of courses (see Tab E, Quality Assurance, Quality Control, and Accreditation).

    (1) <u>Faculty QA/QC (see Tab F for details)</u>. The school staff must assist the faculty as much as possible by reducing administrative requirements. Faculty must be free to focus on preparing, teaching, and developing students. Moreover, for instructors to be effective, they need to hold appropriate credentials. We are responsible for developing and implementing instructor/faculty development and certification courses and a rigorous process to certify that new instructors meet the latest proponent/COE-specific requirements. In addition to being experts in their areas of instruction, the faculty is expected to operate simulation-supported classrooms and effectively guide experiential learning activities. We must attempt to maintain a high ratio of former O/Cs on the faculty via Project Warrior (see Tab G, Project Warrior). Vigorous branch support for Project Warrior will help to close the school-CTC gap and provide high-quality, high-potential performers on the platform. We must revitalize and reinforce the faculty and POI links between CTCs, branch schools, and units by leveraging the experience of CTC O/Cs.

    (2) <u>Student QA/QC</u>. Effective student QA/QC has three dimensions:

- Clearly established student study requirements.

- Clearly established and enforced student performance requirements.

- Active participation in training and doctrine development.

    (a) <u>Student Study Requirements</u>. Given that experiential learning develops SKAs through application and execution, students must be required to report to the class each day, prepared to perform. Resident student study requirements will be:

- Tailored to prepare the students for next day's lesson.
- Balanced to allow family time.
- Structured to build on previous DL assignments and/or homework.

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[3]IMT is the new overarching term for all initial training – officer, warrant officer, and enlisted.

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Maximize classroom application rather than re-teaching material students should have mastered previously. Imbue a sense of responsibility and inculcate the concept of lifelong learning and self-development in the students.

(b) Student Performance Requirements. For the students to succeed in either the DL or resident phases of their professional education, we must ensure that they understand that they are expected to:

- Be proactive and responsible for their class/lesson preparation.
- Be technologically competent with knowledge management tools.
- Provide honest feedback on lesson quality.
- Increase scholarship by being students of, as well as practitioners of, their profession.
- Become self-aware by learning how to be introspective, making honest self-assessments, and identifying and implementing the related corrective actions.

(c) Participation in Training and Doctrine Development. For the students (and faculty) to gain a truer sense of ownership of both doctrine and their learning and instruction, we need to give them a more active role in training and doctrine development by:

- Incorporating/leveraging students who have recent operational deployment and/or O/C experience, as appropriate, to assist instructors, training developers and doctrine developers.
- Incorporating verified lessons learned by students during CTC rotations and on deployments, and the associated relevant enhancements into classroom instruction as soon as possible.
- Incorporating students into the trends reversal process. Provide students opportunities to help solve current, real-world problems within their profession.

d. Learning Organization. Reinforcing The Army as a learning organization has four dimensions:

- QA/QC Feedback
- Doctrine and Training Development
- Collaboration among Commandants
- Helping soldiers become lifelong learners

(1) QA/QC Feedback. As we progress along the path to transforming training and education, we will discover which training/instructional approaches work well and which do not. To expedite necessary revision efforts, we must capture and apply constructive feedback from students and faculty, as well as units and commanders in the field. To do this effectively, we are responsible to:

- Solicit subjective and objective feedback from students, faculty, graduates, commanders, and CTCs.
- Collaborate to develop/implement an on-line feedback system (similar to ARI's AUTOGEN—see Tab E) to provide faculty, graduates, commanders, and CTCs a simple means to submit comments on the quality of training/training products (e.g., graduates, courses, doctrine, and TSPs).
- Develop/implement a system (linked to CTCs and CALL) for adjusting POIs to maintain relevancy to COE.

(2) <u>Doctrine and Training Development within the Learning Organization</u>. We cannot develop or provide truly relevant training or instruction for today or the future without the latest doctrine and related MTPs, STPs, and TTPs to support it. We must improve the speed and efficiency with which we develop and correlate new doctrine with related training and educational programs. We must incorporate new doctrine into classroom and DL POIs, and unit training programs, as soon as possible. Further, our new MTP tasks must link to the AUTL and UJTL to support both classroom and operational applications. To improve this process, the tactical expertise at the CTCs must be better employed as the testing ground for new doctrine and TTPs. The training development division within the schools should be seen as a source of assistance and expertise to units in the field. To achieve this, schools must develop relevant training products not only for the student in the classroom but also for unit use at homestation or when deployed. The Army School System (TASS) needs to provide more responsive, accommodating DL, and/or home-station training support packages/programs by leveraging technology to enable both active and reserve component personnel to maintain equivalent military educations.

(3) <u>Collaboration Among Commandants</u>. To further assist the development and correlation of our new/emerging doctrine and related POIs, we must work together to share ideas, achievements, and lessons learned. Schools must set the example as learning organizations. To facilitate this collaboration, I will conduct quarterly VTCs to provide a forum for Commandants to capture, share, and collaborate on "good ideas." These good ideas should address both new doctrine and the related transformation training efforts within and among the schools.

(4) <u>Professional Soldiers and Lifelong Learning</u>. We must do more than just imbue a sense of responsibility and inculcate the lifelong learning concept. We must develop training that will equip our soldiers with the skills, knowledge and attributes required for lifelong learning. We must facilitate access to training materials which will enable soldiers to continue to learn even when away from the schoolhouse environment. Lifelong self-development requires the ability to read effectively and efficiently, as well as a thirst for knowledge. Encourage not only students but also your staff and faculty to read, discuss, and enjoy the books on the CSA's reading list, professional journals, and current military and national news. Other examples of ways to train students to develop themselves over a lifetime are: teaching the components, practices and policies for lifelong learning; connecting personal computers to networks remotely; obtaining and using an Army Knowledge Online (AKO) account;

understanding browser functions and hyperlinks; use of collaborative tool functions (e.g., virtual classrooms and chat rooms); use of Personal Digital Assistants (PDA); and accessing digital libraries and proponent websites.

5. **The Right Balance: Classroom instruction, distributed learning (DL), and information from the CTCs.** Adult learning is so complex that a single learning theory, model, or set of principles cannot explain it adequately. Similarly, no single learning method can meet TRADOC's current or future curricula requirements. Classroom instruction is the traditional method of teaching. Earlier portions of this paper provide guidance for the conduct of classroom instruction. However, the classroom alone cannot develop the soldiers and leaders that we need now and for the Objective Force. The classroom must have no walls. By applying the advances in DL and DL learning models, we can connect to the student/leader in a way that we could never before without TDY or PCS. The CTCs continuously offer topical, relevant insights into the application of operational and leadership doctrine. Therefore, we have the responsibility to determine the right objectives to appropriately mix and sequence classroom COE-relevant instruction and experiential learning with (a) distributed learning and (b) subject-relevant lessons and insights from the CTCs to best support their specified learning and leader development objectives.   By absorbing this information in the schoolhouse through these three media, students will have developed a knowledge base that can be enhanced though life-long learning in units and through self-development.

   a. Distributed Learning. During FY 02, TRADOC's Training Development Analysis Directorate (TDAD) has investigated learning principles and theories appropriate for DL. TDAD's model for DL design focuses on: structuring the learning experience, ensuring the instruction centers on the learner, and maximizes visual and interactive communication. TDAD's research in FY 03 will focus on learner motivation; the investigation will result in additional FY 03 guidance (TBP) to TRADOC trainers so that more powerful learning will occur within OES, NCOES, and WOES. Working with TDAD, Commandants should set objectives to include developing DL as a prerequisite for resident course attendance, a means for resident students to perform home work or prepare for the next day's class, a reference tool to use during class, and as a reachback capability for the field's use.

   b. CTC Lessons and Insights. The Combat Training Center-Distance Learning (CTC-DL) effort was initiated to integrate CTC experiences into field and school training. In FY 02 TDAD funded for a prototype training support package (TSP), which the Armor School and Army Research Institute are developing; the TSP is supposed to be completed by fourth quarter, FY 02. This interactive exercise on route clearance uses video from the Joint Readiness Training Center (JRTC) and TACOPS simulation and will be evaluated at the Armor School in FY03. Pending a favorable evaluation and funding, additional interactive TSPs are planned annually using two content areas from JRTC and two from NTC. This connection to the CTC experience should be a complement to maximum integration of CALL lessons being integrated into the classroom and into DL, optimal use of students and instructors with CTC O/C and rotational experience, student involvement in solving CTC negative trends, and Commandant and senior director periodic visits to the CTCs to observe the application of branch and combined arms doctrine and determine if the curricula meet the field's needs.

6. **Curriculum Review Board.** Our programs of instruction combine mandated TRADOC core requirements and branch requirements—both of which are necessary for graduation. We are responsible to ensure that each course has the right mix of classroom instruction, experiential learning, distributed learning, and information from CTC experiences to provide effective learning. They ensure branch subjects meet the needs of both The Army and the Combatant Commanders. HQ TRADOC, however, must ensure that TRADOC core subjects for graduation meet the field's needs, and that the learning models employed and mix of teaching media effectively facilitate learning. Therefore, beginning in FY03, TRADOC Combined Arms Center and the Army Accessions Command will coordinate, organize, and conduct a Curriculum Review Board, a type of Board of Visitors, to *biannually* review and validate their respective TRADOC core graduation requirements. The board will be comprised of commandants; world-class educators; representatives from the other MACOMs—the "user community," Joint leadership, and whoever else is needed to ensure that graduates from TRADOC schools are competent, confident, adaptive, self-aware, and well-prepared to contribute to Army and Joint missions.

7. **Setting the Conditions for Success.** Academic preparedness and physical fitness go hand-in-hand when students report to a course. Not all students will have equally strong backgrounds; some will need more help than others to succeed. Physical fitness is a year-round requirement for leaders, regardless of whether they are in the unit or in school.   Early on, identify and assist those who need help—with either academics or fitness.

        a. Diagnostic Exams. Students will come to TRADOC Schools with widely varying backgrounds. Some Army students are not prepared for the academic rigor of TRADOC schools.   Success in the classroom can be predicted though the use of diagnostic tests. While communication skills (reading, writing, speaking, and listening) are common shortfalls, a lack of expertise in tactical skills can also often put the student behind his peers before the class begins. Because of self-imposed pressure to maintain pace with their peers, students may take shortcuts, even career-ending shortcuts. To help students get needed help before they fall too far behind, we must administer appropriate diagnostic tests early in our courses to identify those students who will need additional help to be successful.

        b. Communication Skills. An essential soldier skill is the ability to communicate. For example, the successful soldier must be able to read, listen to, and comprehend plans and orders, and then write and brief/briefback subordinate plans and orders. A number of years ago, an outstanding leader development tool for Cold War commanders in Europe was the General Defense Plan briefing. Leaders were required to take a higher command's written and oral plan, develop the defense plan for their unit, and then brief it back to their commanders. That concept can be modified and applied in our officer and NCO POIs as one means to help students communicate better.

        c. Physical Fitness. Until TRADOC HQ can effect a change with Department of the Army, we must administer the APFTto our students in accordance with AR 350-41 and HQ DA policy.   Currently, the fitness requirements for entry into TRADOC schools are not

standardized. NCOs must pass an Army Physical Fitness Test on arrival at a school. Officers do not have that same requirement, even though officers should be setting the standard. Even after knowing how demanding the Ranger Course is, we have officers who fail the entrance APFT. DCSOPS&T will take the lead to initiate a change to the DA regulation and policies to ensure there is one standard for physical fitness for Officers, Warrant Officers, and NCOs attending schools. Accessions Command will determine high standards for entry and graduation fitness requirements for Initial Military Training to ensure all soldiers appreciate the importance of physical fitness and health early in their careers. Change will take time, since the changes must be staffed with the other MACOMs.

8. **Support to the Field**.   Our main effort is preparing students to contribute to the readiness of Army units and Combatant Commands as soldiers and leaders. However, elements of our secondary effort are interspersed throughout the guidance—supporting soldiers and leaders as they implement SKAs they learned in the schoolhouse in their units. Examples of that support include providing operational, leadership, and training doctrine; mobile training teams; new organization training teams; training development products such as MTPs and STPs; and reachback capabilities in the form of web sites and access to subject matter experts. The schoolhouse must maintain open and close communication with leaders and soldiers at home stations, the CTCs, and while they are deployed. The school's role in lifelong learning does not end on graduation day. At the same time we are providing service to the field, we must ensure that the service is of high quality. Therefore, actively solicit feedback from the field on how we can improve our DOTLMPF products.

9. **Preparation for the future while in FY 03.** The recent ATLDP results are just beginning to affect how we train and educate officers and NCOs. The same will be true for warrant officers and DA civilians when their related ATDLP results are published. Even though changes to the education systems are not yet finalized, we have an opportunity to have a significant impact on the future through our professional execution of the following pilot courses in FY 03:

- Basic Officer Leader Course (BOLC)
- Combined Arms Staff Course (CASC)—depending on approval of OES
- Combined Arms Battle Command Course (CABCC)—depending on approval of OES
- Intermediate Level Education (ILE) common core curriculum (The Command and General Staff College will pilot the common core curriculum beginning in 4th quarter FY 02)
- ILE Advanced Operations and Warfighting Course (AOWC)
- Primary Leadership Development Course (PLDC)

See Tab H (Specific FY03 Pilot Course Guidance) for more details on the above pilot courses. In addition to the pilot courses, the QA/QC program will conduct pilots in Institutional Leader Development Training and Initial Military Training (see Tab E, Quality Assurance, Quality Control, and Accreditation). As further guidance and training transformation directives are

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published (late FY 02 and early FY 03), we must be prepared to implement newly directed pilot courses.

10. **Conclusion**. The COE is here now. Therefore, leaders and soldiers need the qualities required by the Objective Force now. The schools and centers must begin (or continue) developing leaders and soldiers with these qualities. However, realizing that all the resources and related programs are not in place to support producing the Objective Force leader/soldier product, we must still do the best we can with what we have to transform our training and education systems to achieve this end. HQ, TRADOC will continue to work with HQ Department of The Army to obtain the funding, facilities and equipment needed to help us meet the intent of this guidance.

JAMES C. RILEY
Lieutenant General, US Army
Deputy Commanding General
for Combined Arms

10 Encls
1. Tab A Skills, Knowledge and
   Attributes
2. Tab B Leader Development Expectations
3. Tab C Institutional Digital
   Education Plan
4. Tab D Common Scenarios
5. Tab E Quality Assurance, Quality
   Control, and Accreditation
6. Tab F Faculty Quality Assurance
   and Quality Control
7. Tab G Project Warrior
8. Tab H Pilot Course Guidance
9. Tab I Glossary
10. Tab J Bibliography

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